

Title II

Higher Education Act

SUBMIT REPORTS

[Contact Us](#) - [Glossary](#) - [Log out](#)

Sterling College
 Alternative, IHE-based Program
 2009-10

[Print Report Card](#)

[Program Information](#)

Name of Institution: Sterling College
Institution/Program Type: Alternative, IHE-based
Academic Year: 2009-10
State: Kansas

Address: 125 W. Cooper

Sterling, KS, 67579

Contact Name: Dr. Gladys Ritterhouse
Phone: 6202784241
Email: gritterhouse@sterling.edu

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	NA	Yes
Fee/Payment	NA	No
Transcript	NA	Yes
Fingerprint check	NA	No

Background check	NA	No
Experience in a classroom or working with children	NA	Yes
Minimum number of courses/credits/semester hours completed	NA	Yes
Minimum high school GPA	NA	No
Minimum undergraduate GPA	NA	No
Minimum GPA in content area coursework	NA	No
Minimum GPA in professional education coursework	NA	Yes
Minimum ACT score	NA	No
Minimum SAT score	NA	No
Minimum GRE score	NA	No
Minimum basic skills test score	NA	No
Subject area/academic content test or other subject matter verification	NA	Yes
Minimum Miller Analogies test score	NA	No
Recommendation(s)	NA	No
Essay or personal statement	NA	Yes
Interview	NA	No
Resume	NA	No
Bechelor's degree or higher	NA	Yes
Job offer from school/district	NA	Yes
Personality test (e.g.,Myers-Briggs Assessment)	NA	No
Other (specify: Prior to completion of the program the Alternative Candidate must pass the Praxis Content Test .)	NA	Yes

Provide a link to your website where additional information about admissions requirements can be found:

Indicate when students are formally admitted into your initial teacher certification program:

Other Upon passing the Praxis Content Test

Does your initial teacher certification program conditionally admit students? No

Please provide any additional about or exceptions to the admissions information provided above:

Section I.b Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

--	--	--

Total number of students enrolled in 2009-10:	1
Unduplicated number of males enrolled in 2009-10:	1
Unduplicated number of females enrolled in 2009-10:	0

2009-10	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	0
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	1
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2009-10.

Average number of clock hours required prior to student teaching	0
Average number of clock hours required for student teaching	0
Number of full-time equivalent faculty in supervised clinical experience during this academic year	1
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	1
Number of students in supervised clinical experience during this academic year	1

Please provide any additional information about or descriptions of the supervised clinical experiences:

Candidates in the Alternative Program are not required to have a specific number of contact hours with students prior to entering the program or spend any specific number of hours in clinical teaching. They are hired by a district prior to being accepted into the Alternative route program. Their college supervisor works with them and their district mentor teacher for two full years while the Candidate completes the academic portion of the program.

Section I.d Teachers Prepared

Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))

Academic major	Number prepared
English	1
TOTAL	1

Subject area	Number prepared
English - Language Arts	1
TOTAL	1

Section I.e Program Completers

Provide the total number of initial teacher certification preparation program completers in each of the following academic years:

2009-10: 1

2008-09: 0

2007-08: 0

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p>Academic year: 2009-10</p> <p>Goal: Increase candidates</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>The STEP Alternative Route is advertised along with the STEP Online program.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>More personal contacts could be made with School Districts needing personnel in these areas.</p>
Science	<p>Academic year: 2009-10</p> <p>Goal: Increase candidates</p> <p>Goal met? No</p>

	<p>Description of strategies used to achieve goal:</p> <p>The STEP Alternative Route is advertised along with the STEP Online program.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>More personal contacts could be made with School Districts needing personnel in these areas.</p>
<p>Special education</p>	<p>Academic year: 2009-10</p> <p>Goal: n/a</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>n/a</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>n/a</p>
<p>Instruction of limited English proficient students</p>	<p>Academic year: 2009-10</p> <p>Goal: n/a</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>n/a</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>n/a</p>
<p>n/a</p>	<p>Academic year: 2009-10</p> <p>Goal: n/a</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>n/a</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

	n/a
--	-----

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution’s graduates are likely to teach, based on past hiring and recruitment trends.

Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.

Yes

General education teachers receive training in providing instruction to children with disabilities.

Yes

General education teachers receive training in providing instruction to limited English proficient students.

Yes

General education teachers receive training in providing instruction to children from low-income families.

Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution’s most successful strategies in meeting the assurances listed above:

The same strategies are implemented in our Alternative program as are in place in our Traditional program.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS)	1				98	171

All program completers, 2009-10						
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4					
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				97	168
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				100	165
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	5				83	175
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10	19	177	19	100	95	177
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	8				97	178
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2007-08	6				98	179
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				96	181
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2				94	179
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	3				95	680
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	4				94	682
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	1				95	675
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2				95	155
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS)	2				97	155

All program completers, 2008-09						
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1				99	156
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2008-09	1					
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1				99	170
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	5				97	157
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	7				96	157
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	2				95	158
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	2				91	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2009-10	10	178	10	100	96	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	11	175	11	100	98	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2007-08	5				99	175
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	3				91	175
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2009-10	19	173	19	100	98	177
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6	11	175	11	100	98	177

Educational Testing Service (ETS) All program completers, 2008-09						
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2007-08	7				99	177
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				94	170
ETS0220 -SPEECH COMMUNICATION Educational Testing Service (ETS) All program completers, 2008-09	1				100	690
ETS0220 -SPEECH COMMUNICATION Educational Testing Service (ETS) All program completers, 2007-08	2				100	684

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	29	29	100	93
All program completers, 2008-09	22	22	100	95
All program completers, 2007-08	12	12	100	97

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State
NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V. Technology

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
Yes
- **use technology effectively to collect data to improve teaching and learning**
Yes
- **use technology effectively to manage data to improve teaching and learning**
Yes
- **use technology effectively to analyze data to improve teaching and learning**
Yes

Provide a description of how your program prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

The same strategies are implemented for Candidates in Alternative STEP as are in STEP.

Section VI. Teacher Training

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Alternative general education teachers receive the same training as those in the traditional program.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
NA
- **participate as a member of individualized education program teams**
NA

- **teach students who are limited English proficient effectively**

NA

Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Section VII. Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Because there was only one completer in the Alternative program for the 2009-2010 year, the Pass Rate information was inadvertently included in the Traditional program data. The one completer in the 2009-2010 Alternative program took his tests in July 2009b and had the following scores: English Content: 194 7-12 PLT: 176 This information is part of the Traditional program data included in this report.

Supporting Files

Sterling College
Alternative, IHE-based Program
2009-10

[Contact Us](#) - [Glossary](#) - [Log out](#)

Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)